

IMPROVING STUDENTS' READING COMPREHENSION THROUGH SVO (SUBJECT VERB OBJECT) MAPPING STRATEGY (A CLASSROOM ACTION RESEARCH) AT TENTH GRADE STUDENTS IN SMKN 1 KEMLAGI

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The goal of this study is to improve reading comprehension of the students in SMKN 1 Kemlagi. The development of the method is taken in this study because it is very important to find the most effective and easy way for student to comprehend reading. The methodological approach of the study is A Class Action Research. The Data collection is gathered by using test and observation, and also by holding pre and post test, to know the students ability before and after the study is conducted. There will be one class to observe in this study, consisting 34 students. The process of the study is started by conducting the preliminary research to know the former condition of the learning process in teaching reading. The study will see the existing of the syllabus, by analyzing the basic competency, mean of the learning process, indicators, material and the teaching strategy. Moreover, it will be the background to develop further study in developing the teaching strategy in reading. SVO mapping Strategy is used in reading mastery process. It is done to guide the students to achieve reading skill. Finally, the result of this study shows that this method can be used as the alternative strategy in teaching and learning process in the class. Students can be easier to comprehend the content of the passage .

Keywords : *reading, reading strategy, classroom action research*

INTRODUCTION

People use English as the communication tools in many country. We can find english in many aspect of people life, such as science, business, technogy, and education. As Nga stated, "English is the main language which brings people together and helps them to understand each other in several aspect" (Nga, 2008). Moreover, it is also said, " English is as global language for two reason. Firstly, language is an official language which is used in the law courts,

the media and the educational system. Secondly, it can be a main country's foreign-language teaching, although it has no official status" (Crystal, 2003)

It must be understandable that English is very important, it is also playing a significant process in learning. Although, English is one of the subjects in Indonesian curriculum since 1945 (Sahiruddin, 2013), but still it is not considered as an important subject to learn.

The students' activity in learning was contributed a lot by reading. Some of their activities need their skill in reading, for example, their learning process, their gaming times, and more, the way they communicate each other. Their reading skill helps them to gain their knowledge.

Teaching reading skill is not an easy task for some teacher. They find some difficulties to give reading comprehension for the students. Some students were hard to understand the text, as it was part of reading activity. As Gahagan claimed, "Students in today's society have difficulties to understand meaning of the words and the content of the text because they have poor vocabularies and grammar understanding" (Gahagan, 2007).

The researcher found an interesting problem in SMKN 1 Kemlagi. For the researcher conducted an interview to the English teacher, . From the result of the interview, it revealed that the tenth grade students of SMKN Kemlagi had a problem in reading. When the writer asked about the students' reading ability, the teacher said that the students were weak in reading comprehension. From the pre-observation and interview done in pre-research, the researcher found the fact that the tenth grade students of SMKN 1 Kemlagi had a problem with reading that was the students' reading comprehension was still low. It could be seen from the students' achievement reading score, they did not reach the standard score which is 70, the preliminary test shows that they got under 70 in average. There were some facts that indicated the problem. Firstly, the students showed a low interest in reading. Next, they found it difficult to comprehend a single sentence, finding the meaning of the sentences or only understood the broad outline of the text content. Finally, the students had difficulties in doing exercises. Those all made their achievement become low and caused failure in teaching and learning process.

For the problem above, the writer finds it is important to conduct a study to overcome the problem occurs in achieving students' ability in reading. The research is conducted using a strategy, SVO mapping strategy, to help students to understand and to find the meaning of the text. Moreover the research will be done to the Tenth grade students of SMKN 1 Kemlagi.

The aim of this study is to find the right strategies to support the learning process of the students in SMKN 1 Kemlagi to master their reading skill, for it is an important subject to deal with, to gain their standardized grade to graduate from the Senior Vocational Level. Furthermore, the research will give some contribution

to the teaching and learning process in achieving reading skill, among the student of SMKN 1 KEMLAGI, and for all Senior high school students in general.

Based on the problem above, the problem of the study are formulated into the following question "Is there any significant improving on the tenth grade students' reading comprehension who taught by using SVO mapping Strategy at SMKN 1 Kemlagi before and after the treatment ?"

To support the study, the researcher give some literary review, like follow :

1) Reading

There are four basic skill in comprehending english. One of the is reading, it need a complex cognitive ability. It is in the form of written material. As Albert stated, " reading is a meaningful interpretation of written or printed verbal symbols and a result of interaction between the perception of graphic symbols that represent language and the reader skills, cognitive skills, and knowledge of the world" Thao Le Thanh, 2010). Gaining the reading skill is also a complex process. it needs visual action in analyzing the printed letters, then knowing the letters as the components of the words (Rumptz , 2003). So we can conclude that reading is an interactive process of getting knowledges between the reader and the passages that aim to reading fluency. Thus, Alyousef claimed, "the reader interacts dynamically with the text as he tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge as well as schematic knowledge" (Alyousef, 2006).

2) Reading Strategy

Understanding reading also need a strategy. It helps the students to learn easily and in an effective way. The reading strategy requires cognitive strategy, and it needs an active process. As Panel (2000) states in The national Reading that several strategies contribute to the successful reading comprehension, namely: prediction, activating prior knowledge, questioning, visualizing, monitoring and clarifying, and drawing inferences.

3) SVO Mapping Strategy

Mapping strategy in reading comprehension is more likely about the drawing ideas and the relations among them. Mapping is a process of recognizing and rearranging (moving) the most important ideas and information from your reading or textbook and converting it into diagram with your own words to help you understand and remember what you read. Because it easier to organize and remember what you have read, mapping is

a useful studying technique. Student can make their own mapping based on the strategy given to comprehend their reading ability.

From the question above, the researcher make an objective to find out whether or not there is significant improvement on the tenth grade students' reading comprehension who taught by using SVO mapping Strategy at SMKN 1 Kemlagi before and after the treatment.

5. the concept of SVO Mapping Strategy

One of the most important skills in teaching reading is reading. Yet, for students learning reading and comprehending it is an effortfull and complex process. Reading ability is related to extract the information from the text and link and the previous knowledge they already have. As Poohrahmadi stated, "reading is a kind of meaning-construction process and it involves "an interaction between text and reader, careful attention, memory, perceptual and comprehension processes, understanding words and sentences, along with a complex integration of the prior knowledge, language proficiency, and metacognitive strategies" (Poohrahmadi, 2012). Moreover Urquhart was also claimed that A reading skill can be described as "a cognitive ability which a person is able to use when interacting with texts" (Urquhart & Weir, 1998). It means that the improvement of readers' reading comprehension can be achieved through sequel of assignments and direction on exams through appriate reading material.

Authentic reading task is needed to facilitate students learning subject-specific content reading material. It led the to experience the active process of reading of uderstanding printed text. By this activity readers know what they read whether to make sense or not.

The SVO mapping strategy is a teaching strategy to help the students to comprehend the reading material. This strategy emphasizes on the understanding the structure of sentences to understand the whole contents of reading. This strategy is used, as alot of students still have difficulty to find the words order to understand the content of reading. As for the steps of SVO reading strategy based on the strategy of comprehending reading, as follow :

1. The text is given to the students, they are asked to read the whole context of the text.
2. The students read every single of the sentence, the teacher guides them with some questions, asking to find the subject, the verb and the verb of the text.
3. Through finding and answering the questions, the students are guided to find the meaning and the context of the sencente
4. Finally, they are asked to mention the detailed information in the text.

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Specific methods for teaching grammar appear to have an effect on comprehension. Strategies that teach sentence combining, a long time favorite within the special education literature, appears to help students understand what they read, probably because it helps students understand how sentences work. Other research suggests that being familiar with the vocabulary of grammar (noun, adjective) benefits students' understanding (Meier, 2014).

The mapping of SVO was done through some sequel exercises to see whether the students can comprehend the text that was given. As shown in the table below, is how the question can lead the student using SVO mapping strategy.

Table 1 Mapping of question for finding S, V, O in the text

Question Number	skills
1	Recognizing main idea
2	Recognizing the subject of the sentence
3	Recognizing the detailed action of the subject (Verb of the Sentence)
4	Recognizing the Object in the sentences
5	Recognizing the sequences in the text
6	Recognizing the unfamiliar word
7	Recognizing unstated detail
8	Recognizing the main idea of the paragraph
9	Recognizing the detailed information in the text
10	Recognizing the detailed information in the text

A measurement in reading was conducted to be able to predict the students' comprehension through particular text on some variables. The variables are understanding words order to understand the meaning of the sentence in the text and vocabularies understanding. As Meier clarified, "A few of students to know what to do when they confront this kind of text complexity" (Meier, 2014). When the students understand about part of speech, it will be very helpful for the

to understand the text in general. For example, teaching students to combine sentences seems to improve how well students understand what they read. Clearly, it makes sense to guide students to understand how sentences work.

METHOD

The research is conducted in SMKN 1 Kemlagi. It is a vocational high school which is located in Kabupaten Mojokerto. The location of the school at Desa Mojogebang, Kecamatan Kemlagi, Kabupaten Mojokerto. This school is set up in the middle of fields and settlement, and far from the main road. So, it makes the teaching and learning process is far from the noisy and quiet, it is suitable condition for the students learning activities.

The implementation of the research was carried out from March, 4th to May, 8th 2019. The subject of the research is the tenth grade of SMKN 1 Kemlagi Kabupaten Mojokerto, especially the students of X PB 1. It involves one class consisting of thirty four students. The research is conducted through teaching and learning in the classroom. The researcher chooses this class as the subject of the class because the pre-observation reveals that the students in this class has great enthusiast in English, especially encounter new things, for example when they know that they will be taught by the researcher in speaking class. Most of them seem eager to study.

This research used a classroom action research model based on the model developed by Kemmis and McTaggart (1988) who stated, "action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiraling process". They are as follow:

a. Planning

This step is developing a plan after being informed about what had happened during the teaching learning process. The researcher prepared all the material needed in doing the research. The preparation material were the lesson plan, worksheet, the evaluation reading material, the observation sheet and the interview sheet. The lesson plan consists of the steps of teaching process in the class. The worksheet contains all the material used in teaching in class and exercises that were given to the students. The observation sheets were conducted to observe the teaching learning process in the class. The test material is used to know the result before the research, during the cycle 1 and cycle 2.

b. Action

In this action steps,, the researcher implemented learning activity during reading class. In this study, SVO mapping strategy will be used to improve students' comprehension in reading. It is also given preliminary-test, some

evaluations in cycle 1 and cycle 2. The action divided into two cycle. The first and second cycle was to apply the svo mapping strategy to treat the student to get improvement of their reading comprehension.

c. Observation

The observation steps were conducted to know the progress of the improvement of the students' reading comprehension. The activity in each cycle was observed carefully. The progress and the weakness in each cycle were noted. The result of the evaluation was being analyzed to find the problem occurred during the teaching learning process. the researcher made notes in every single detail.

d. Reflection

This step was done as the last steps in each cycle. The researcher reflected the process of the research in the class in each cycle. It was conducted to know the result of the research, whether the SVO mapping strategy can make any differences toward the students ability in reading. The function of this step is to know the weaknesses and the result of each cycle. The researcher makes an evaluation from the result of the test and also from the observation done by the researcher and the observer during the teaching and learning process.

Table 2 Process of the Research

Step of Research	Aims	Notes
Pre research	Doing preliminary observation	Observing TL process
	Identify and assure the technique of teacher's teaching and mapping the difficulty during the process	
	Finding the students reading comprehension	Doing preliminary test
Research Implementation	The research making lesson plan and conducting teaching learning process in the class. The steps of the research are planning, action,	Doing the action plan in two cycles, each cycle consist of two meeting

	observing, reflecting and revising each cycle.	<p>Cycle 1</p> <p>Meeting 1: Teaching student reading material (descriptive text), giving some question answer activity</p> <p>Meeting 2 : teaching students the reading material using svo mapping strategy, and giving some short quizzes</p> <p>Cycle 2</p> <p>Meeting 1 : giving students another reading material (descriptive text) give more question and asnwer activity</p> <p>Meeting 2 : Implementing SVO mapping Strategy to comprehend the students' reading understanding</p>
Post Research	Collecting students' result using the SVO strategy	Finding the test result at the final stage

The cycles stop when the students comprehend the reading and can do the exercise of the given reading material.

DISCUSSION

The data in this research were gathered through several sources, such as fieldnotes, research diary, pre-research observation report, interview report, the score of pre-test, taking some documentation of the action, conducting the lesson plan by doing the exercises in the worksheet that was given.

the researcher concluded several findings which answered the research question as stated in chapter I. The research findings include the result before the students get the treatment with the SVO mapping strategy until the improvement of students' reading ability and the response of the students when

the texts given in teaching learning process. The findings of the condition of the ability of the student before getting the SVO mapping strategy are presented in the following table.

Table 3 The result of preliminary test before using SVO mapping strategy

SUMMARY	Total score	:	2.304	The number of the students	:	34	students
	average	:	68	Students who passed	:	19	students
	Highest score	:	80	Students who failed	:	15	students
	Lowest score	:	48	Above average	:	19	students
	Standart deviation	:	8	Below average	:	15	students

As the the reading strategy, the research have the preliminary test to measure the ability of the students, as shown in the table, that the students got the average score of 68. It is below the standart determined by the classroom teacher, that is 70. The students who passed the test was 19 students and who failed was 15 students. Moreover, the students who got above the average was 19 students meanwhile the ones who got below the average was 15 student. After the treatment of SVO mapping strategy the students got the result as shown in the table below

Table 4 The result of test after using SVO mapping strategy

SUMMARY	Total scores	:	2.892	The number of the students	:	34	Orang
	average	:	85	Students who passed	:	34	Orang
	Highest score	:	96	Students who failed	:	0	Orang
	Lowest score	:	72	Above the average	:	22	Orang
	Standart deviation	:	8	Below the average	:	12	Orang

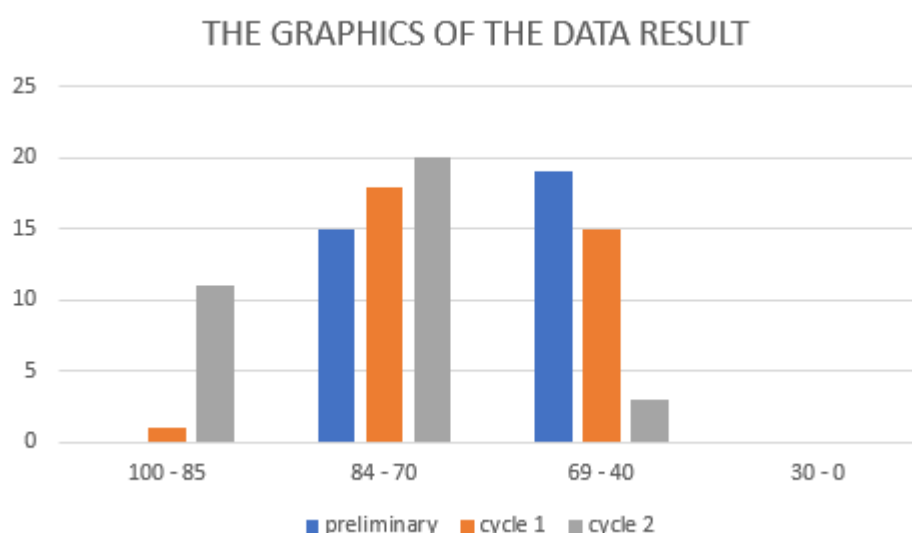
The post test conducted to measure the ability of the students after getting the treatment of SVO mapping strategy, as shown in the table, that the students got the average score of 85 which was higher than the pre test score . It was far above the standart score, which was 85. The students were all passed the test. Yet, the students who got above the average was 22 students meanwhile the ones who got below the average was 22 student. After the treatment of SVO mapping strategy the students got the result as shown in the table below

Table 5 The result data using SVO mapping strategy

No	range of score	preliminary	cycle 1	cycle 2
1	100 - 85	0	1	11
2	84 - 70	15	18	20
3	69 - 40	19	15	3
4	30 - 0	0	0	0

The result data showing tthat in the end of cycle 2 the students who got the score below the stundart score were 3 students. The students who got score in the range of 85 – 100 were 11 eleven students. And the total students who gote over 70 were 31 students.

The result of the research can be seen in the form of graphics below
Figure 1 the graphics show the result of the research.



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Table 4 the observasion before and after the teaching learning process.

NO	POINT	BEFORE RESEARCH ACTIVITY	AFTER RESEARCH ACTIVITY
1	FACTORES		

	TEACHER	Teacher was found difficulty to teach the student and make them reaching the competency in reading	Teacher was helped by the strategy to reach the reading competency of the students
	STUDENTS	They had difficulty to understand the reading material, so they find english lesson is difficult	They find that by using the SVO mapping strategy, they were easier to understand the reading materil
2	CAUSING LOW READING ABILITY		
	TEACHER	The teacher hadn't find the suitable method to teach reading	The found the SVO mapping strategy can help to increase students reading ability
	STUDENTS	Students' reading abilty was considered low due to their result in reading test	They increase their reading competence as it was shown the test result.
3	the improvement of the students reading abilty	Some of the students got low score, even below the standard score. The average score was lower than the standar score, 68.	All the students had passed the standard score, the average scores of the students was far from the standard score, 85.
4	The improvement of reading activity	The students were reluctant to read the reading material, and they were not understand the text, so they have difficulty to answer the	After conducting teaching leraning process, during the teaching learning process, the students found that reading material were easier

		question, so they were rather lazy to follow the english lesson	to understand. So, they were more active in doing the task in the class.
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The final step of the research action was the final reflection of the activity during the cycles. The usage of SVO mapping strategy can help the students to improve the reading ability of the students. It can be seen in table 4, and the data can be seen in the figure.

The researcher found tha the action i the class can improve the students reading comprehension. Both, the researcher and the teacher to stop the cycles and conclude the progress of the students. It was sure enough that SVO Mapping strategy is conductable in teaching learning proccess to improve reading comprehension

CONCLUSION

Based on the using SVO mapping strategy in reading comprehension ability of the tenth grade students of Senior Vocational School, the reseacher came to some conclusion. The first is about the answer of the research problem: how far does The SVO Mapping Strategy can improve students of SMKN 1 Kemlagi grade X reading comprehension ability. After the writer analyzed the result of action research which had been conducted to enhance the reading comprehension ability of the tenth grade students of SMKN 1 Kemlagi , it was found that :

1. the application of SVO mapping strategy in teaching reading comprehension in vocational school can improve students' reading comprehension ability.
2. The researchr found that during the action the students showed significant improvement, like, they can comprehend the text well, the teacher was easy to achieve the target score that was made.
3. The improvement of the students' reading comprehension ability is also proved by the result of the test score. The mean score of preliminary research was 68 and it improved to 85 in the final test. It proved that the use of SVO mapping strategy in teaching reading can improve students' reading comprehension ability.

The researcher also draws conclusions in using SVO mapping strategy such as

1. The method is used in this research can suitable method that can lead students comprehend the content of the text, language styles easily found as reading materials.

2. They also find it is easy to answer the question about the detailed information in the text, especially when the question words begins with the words W and H, such as who, whom, where, when, and why, because they already know about the part of the sentence in the text.
3. Moreover, the teacher also found easy to deliver any kind of reading material, since the students know how to comprehend the reading material.

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